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AUTHOR Garland, Corinne Welt, Comp.
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ABSTRACT

The problem of securing funds to support programs for the young handicapped child is a major one for rural service providers. The process of securing funds from within the rural community itself should include nine steps: (1) defining the needy: (2) determining responsibility: (3) identifying resources: (4) considering the message: (5) choosing the targets: (6) building the fund raising team: (7) developing public relations strategies: (8) executing the fund raising event(s), i.e., walk-a-thons, cook-offs, auctions, square dances, arts and crafts shows, contests, fashion shows: and (9) evaluating the results. State funds may be available, but to secure the funds for rural programs may require that program directors: develop a knowledge of their state: project an image of competence, dependability, and enthusiasm: disseminate information about their project: create an advisory council: and diversify sources of funding or coordinate services. The $47.7 billion contributed to philanthropic causes in 1980 provides positive incentive for programs to solicit private contributions from individuals (as bequests or deferred giving), corporations (including corporate matching gifts and employee group-giving within corporations), and foundations. (NEC)

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MAKING IT WORK IN RURAL COMMUNITIES

Securing Funding In Rural Programs For Young Handicapped Children

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RC012868

A Rural Network Monograph
Coordinator: Corinne Welt Garland
Task Force Chairperson

hceep Rural Network

The State of the Art Task Force has as its responsibility the collection and distribution of information related to effective strategies for delivering services to rural young handicapped children and families. During 1980 - 81, a series of monographs was undertaken by contributors across the country under the editorial direction of Patricia Hutinger. Contents of the first set of monographs (see back cover) reflects the most pressing needs of rural HCEEP projects. Other topics are under consideration by members of the Rural Network and will be forthcoming.

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OSE Project Officer, Sandra Hazen

June 1981
The Rural Network
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A RURAL NETWORK MONOGRAPH

SECURING FUNDING IN RURAL PROGRAMS FOR YOUNG HANDICAPPED CHILDREN

by
Corinne Welt Garland
Arthur J. Moreau
Jane Weil

Editor: Bonnie J. Smith-Dickson
Editor in Chief: Patricia L. Hutinger

June, 1981

hceep Rural Network

ABOUT THE AUTHORS

Corinne Welt Garland, Coordinator, HCEEP Rural Network

Besides serving 8 years as executive director of Child Development Resources in Lightfoot, Virginia, Garland has been director of HCEEP demonstration and Outreach projects.
Address: 14942 Bramblewood
Houston, Texas 77079

Arthur J. Moreau, President, Division of Innovation and Development, Continuing Education Programs of America

A former BEH project director, Moreau is now a nationally-recognized author and lecturer on the subject of alternate funding strategies with emphasis on the private sector.
Address: Continuing Education Programs of America,
P.O. Box 52, Peoria, Illinois 61650

Jane Weil, Director of Washington County Children's Program, Outreach Project

Having served in the area of early childhood education for 10 years, Weil has been director of Washington County Children's Program during and beyond its years of OSE demonstration funding. She has been involved at the state level in the implementation of interdepartmentally-coordinated models for services to preschool handicapped children.
Address: Washington County Children's Program, Outreach Project, P.O. Box 311, Machias, Maine 04654

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INTRODUCTION

Corinne Welt Garland

Oh money, money, money, I'm not necessarily one
of those who think thee holy,
But I often stop to wonder how thou canst go
out so fast
When thou comest in so slowly.

(Ogden Nash)

The problem of securing funds to support programs for the young handicapped child is a major one for rural service providers. In a 1980 survey (Black, et al) of rural projects within the Handicapped Children's Early Education Program's (HCEEP) Rural Network, securing funding was rated as third among a long list of problems facing project directors. The current austere economic climate has heightened the sense of urgency surrounding this problem. In a more recent unpublished study by Garland, in preparation for the Rural Network Workshop, funding was listed as the issue currently of greatest concern to 70 rural service providers responding.

For project directors and program administrators who hold degrees in early childhood special education or psychology, the problems of developing appropriate service delivery strategies, of working with families, and of training staff, all difficult enough in rural settings, pale beside the problem of securing funds. This is a problem for which, they believe, nothing in their professional training has prepared them.

Rural program directors in the HCEEP Network have been creative, however, both in the development of service strategies to limit program costs and in the use of a wide variety of funding sources to support those services. When Garland surveyed rural programs (Hutinger, et al, 1981) for descriptive information about their funding sources, 41 projects responded, indicating that they reached out to a variety of agencies, both public and private, on federal, state, and local levels, for financial support, using private contributions and parent fees to complement major funding sources.

While some projects have one agency as their sole source of funding, others reported drawing on more than seven separate funding sources. Table 1 lists the wide variety of sources reported.

Table 1

Sources of Funding for the Projects Responding to the Demographic Survey

	Demonstration	Outreach	Emeritus	Total
Sources				
Office of Special Education (includes HCEEP)	18	5	2	25
State Education Agency	3	3	1	7
Local Education Agency	3	2	2	7
Intermediate Education Agency	1	0	1	2
Department of Developmental Disabilities	2	2	1	5
State Department of Mental Health and Mental Retardation	2	3	3	8
Department of Social Services	0	0	2	2
Other Federal and State Funds (unspecified)	4	1	1	6
Private Non-Profit Agencies (not named)	2	1	0	3
Private Contributions	0	1	2	3
United Givers Fund	0	2	0	2
Easter Seal Society	0	0	1	1
Other:				
Michigan Adoption Network	0	1	0	1
Universities	0	1	0	1
Headstart	0	0	1	1
Service Organizations	0	0	1	1
Parent Fees	0	0	1	1
Total	35	22	19	76

Rural projects are, to be sure, not alone in the dilemma of finding adequate funding to provide services for the young handicapped child. Rural projects are, however, unique in that sparse population, difficult terrain, climates which are often harsh, and distance from specialized personnel and services all add to the cost of serving the young handicapped child. At the same time, rural areas have traditionally received a smaller share of the federal grant dollar to support necessary services, compounding the financial difficulties they face.

Several myths about the task of fund raising act as further barriers to success in securing funds for early childhood special education services. Rural educators must debunk the myths and remove the mystique which surrounds fund raising if they are to be successful. The first of these myths is that fund raising is somehow demeaning and beneath one's professional dignity. An apt rejoinder might be that the failure to provide needed services because funds could not be secured is the ultimate professional defeat. The second notion to be discarded is that securing funds is an annual event, coinciding, perhaps, with the deadline for a particular grant application, with the city budget process, or with the annual benefit spaghetti supper. Anyone can carry off a one time fund raiser. For example, a local high school band gets to Europe by selling brownies during the year. However, when we discuss securing funds to sustain, over long periods of time, needed services for handicapped children, we are dealing with an ongoing process which professional fund raisers refer to as "development" -- a continuous process of activities including planning, public relations, and fund raising (Broce, 1979, p. 27). The mythology of fund raising is completed by the notion that it requires skills not possessed by early childhood special educators. However, if rural educators would examine their own skills as teachers and administrators, skills which are indeed considerable, they would find among them many which can be transferred from the classroom to the task of securing funds. These skills include needs assessment, program planning, implementation of strategies and evaluation -- a familiar repetoire indeed for the special educator.

It is our intention in this monograph to provide practical suggestions which draw on these skills for securing funds for programs serving young handicapped children in rural areas of America. Responding to the fact that the membership of the HCEEP Rural Network, our primary audience, has for the most part demonstrated skill in securing federal grants, and responding to the current political reality which is that alternate sources of funding need to be developed, we have not dealt with federal government funding. The monograph is, therefore, divided into three sections:

1 - Securing Funds in Rural Communities
2 - Securing State Funds for Rural Programs
3 - Securing Funds from Foundations and Corporations for Rural Programs.

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SECURING FUNDS IN RURAL COMMUNITIES

Corinne Welt Garland

"No one ever bought a Buick because General Motors needed money" (Seymour, 1966, p. 76).

Fund raising, in order to be successful, must be fund raising for something. People who give money away or agencies which offer financial support do so in order to accomplish a goal, to assist you in achieving some clear objective. To say, "We need more money for services" is inadequate, especially today when everyone, from the police department to the public library, needs more money, and, on a local level, will be competing with you for access to limited funds. The agency that is successful in attracting financial support will, therefore, be one which has a carefully thought-out plan; a clearly defined set of long-range institutional goals; and a realistic set of related, short-term objectives. Program and financial needs, then, can be easily related to the agency's overall mission or goals for accomplishment. The biggest job in any fund raising campaign, therefore, takes place before the first dollar is ever sought--in the planning stage.

Step 1. Define the Needy

Three questions must be answered in a definition of need: What for? How much? and For how long? What is it that you are seeking funding for? Prepare a concise statement of your problem. "The Valley Creek School needs funds for a physical therapist to work with eight handicapped babies and their parents once a week." Or, "Green Mountain Mental Health Clinic needs a van to transport 12 mentally retarded preschoolers to a classroom program."

How much? Discard the idea that the budgeting process is mysterious, requiring sophisticated mathematical skills. It is, simply, the translation of program into dollars. A simple calculation of the service you provide, less your assessment of funds currently available to support your project will result in a clear statement of financial need. "Remote Creek School needs $6000 for an aide to work in its classroom program for eight severely handicapped four-year-olds."

For how long? Is your need a one-shot deal, requiring a one-time only gift? Examples of this might range from needing several hundred dollars for infant seats for three vans carrying handicapped infants and their mothers, to several hundred thousand dollars for the purchase or construction of a facility to house your program. Perhaps your need is ongoing, but you are asking only for seed, or start-up money, after which

you will secure other sources of funding. If this is the case, you will want to have, along with your statement of need, a plan for obtaining additional sources of funds. Most of your financial needs fall into third category of ongoing support for continuing services. In your approach to United Way or the agency's annual fund drive in which you seek money for salaries, materials, utility bills, and transportation, ask for continuing, long-term commitment and support.

Step 2. Determine Responsibility

Once you have stated your needs, it is important to identify the person(s) who will be responsible for securing the funds to meet those needs. Is it the administrative staff of your agency? Is there an administrative board charged with securing funds with which the professional staff can carry out the program? A volunteer group, like the hospital auxiliary? Is the task before you of such size that it requires the services of a professional fund raiser?

Step 3. Identify Resources

With someone securely at the helm of your fund raising campaign, examine your potential resources to assist in the process. Begin with those who already have an affiliation with your agency or school and a commitment to its long-range goals. This group might include the board of directors, advisory council, parents of children served, program volunteers, and, of course, agency personnel. Work from this nucleus outward, turning to your community at large to survey its resources most carefully. While few rural communities have professional fund raisers in their midst, make sure not to overlook the development office of a nearby college, private school, or hospital. Enlist the public relations officer of a major corporation. These experts can help you plan your campaign, can read your public relations literature with a critical eye, and can review your grant proposal. Every community has its financial experts, its bankers and accountants, who can review your financial plan to see if it is feasible. This is especially helpful if you are embarking on a major capital campaign and may become involved in mortgaging or other financing. The same people will be knowledgeable about existing charitable trusts and potential major donors. They sit on the boards of directors of small, local foundations, or have gone to school with someone who does. Consider using their skills and prestige to lend credence to your campaign by forming a financial advisory board and announcing it in the local paper; then list it on your brochure.

Your community has highly skilled people and the potential for hundreds of manhours to be mobilized in your behalf if you follow a few simple rules.

- -- Ask for people's time on advisory councils only when you really want their advice.
- -- Seek out not only names for the letterhead, but also those who can really offer information, skill, or time to your campaign.
- -- Remember that the fund raising volunteer must be well-informed about your cause, enough to believe in it! Work with tender,

loving care to keep your volunteers informed and involved, to make them feel that they are really a part of your organization.

Step 4. "The Medium Is the Message" (McLuhan)

Your fund raising campaign will carry both explicit and implicit messages about your program. Give careful consideration to the implicit message which, conveyed through your fund raising activities themselves, will tell the community something about yourself and your program. Consider carefully the reactions that those messages are likely to provoke. Keep in mind your community and its values, as well as the values of your agency. In some towns Bingo or a Night at the Races, or a Wine and Cheese party is perfectly acceptable, in others these activities would be offensive to local standards. Or, for example, if your school works with high risk infants and disseminates information about prenatal care, is it appropriate to sponsor a fund raising cocktail party in light of the information about the effects of alcohol on fetal development? Subtle messages affect your campaign. Years of work at eliminating stereotypes surrounding mental retardation may be undone by the agency that sponsors the Christmas "Nut and Fruitcake" sale!

Another image-building issue in fund raising is that of exclusivity or inclusivity. If your agency works hard at involving parents and staff in all phases of its operations then a black tie dinner dance which excludes them by its high cost may not be consistent with your philosophy and goals.

Step 5. Choosing Your Targets

"Tis the part of a wise man to keep himself today for tomorrow, and not to venture all his eggs in one basket" (Miguel DeCervantes).

One of the advantages of carrying out a fund raising campaign in a rural area is the relative ease with which local targets can be identified. The anonymity of potential donors in a big city is not shared by their country cousins. The information you will need to collect before selecting your targets will either be common knowledge or easily obtained through the ready network of information-sharing that exists in small towns and communities. Consider all local sources of funds, both public and private, which may be available to you.

Public Agencies and Their Boards

When dealing with public agencies and their boards, such as city councils, county boards of supervisors, school boards, and welfare agencies and boards, consider carefully the staff-board relationship in determining the right approach. Is it best to approach the executive director of the mental retardation agency about potential funding, and then to work with him/her to convince his/her board to support your project? Or, in rural America, if your cousin happens to be on the board, what are the risks and advantages in starting with him/her? Each community will have its own answers to these sensitive questions.

One characteristic of seeking public funds that is universal, however, is the dedication of public servants, whether paid or elected, to protecting the public dollar. Help them by providing information about program cost, evaluation information, and cost effectiveness. Parent satisfaction information will be especially useful since public servants work to benefit their constituency. You may wish to bring several parents along to the board hearings on the budget to speak in your behalf. Do your homework well in advance by making sure that these boards receive a consistent stream of information about your program and its accomplishments all year long, not just at budget time. Invite them personally to visit your program, showing off not only your strengths, but also pointing out your needs.

It is at the budget hearing that any problems your program has had will most likely come up for discussion in the public eye. Be prepared for this Don't be defensive! Answer honestly, but be sure you have a plan that you can discuss for remediating difficulties, or report on the progress already made. If the problems have been related to finance, you can respond. "Yes, it has been a problem that our children have had such long bus rides . . . . If you approve our budget request, we will be able to open a satellite center in Pleasantville to serve sixteen children from that area."

Private Agencies

United Way, United Cerebral Palsy, Easter Seal Society, and similar groups are national agencies which have state and local chapters. Learn who makes decisions about what projects are funded, and what your responsibilities will be to them in return for their support. Find out who sits on their boards and what the process is for requesting funds. How much do they have, and give? What is their timetable for giving? Do they operate on fiscal or calendar year, and how will that affect your bookkeeping and budgeting procedures?

Civic Groups

Civic groups such as the Lions, Moose, Elks, Jaycees, Jaycettes, Rotary and Kiwanis, Women's Club, and The Grange are endless in variety. To those of us not ourselves joiners, these groups may seem interchangeable with few perceptible differences. Don't be fooled by the uniformity of the creamed chicken and the Pledge of Allegiance. Usually that is where the similarities end. Each of these groups has quite a distinct constituency. Learn who they are and how they see their role in your community. One group may attract largely professionals--doctors, lawyers, accountants; another, business leaders; a third, a blue collar group. One may see its role as social, establishing informal community networks of information sharing. The group you want is the one that has service to the community as its mission! Get to know the key people--not necessarily the president, but the long-term, sustaining and influential members. The fund raising vice president is a handy friend to have, but the program chairman is your best place to start. Get on programs early in the fall, before philanthropic commitments for the year are made.

> It is important to involve your potential donors in your program, at all times, not merely when funds are to be raised. . . . Involvement is more important than information;

> for information can be ignored . . . . People start committing themselves to personal identification at the moment they make a move that expresses open interest . . . and that is why the tent evangelist always want the converts to come forward (Seymour, 1966, p. 40-41).

When approaching civic groups, do more than disseminate information about your program and its financial needs. Invite them to visit. Ask them to help paint the building, clean up the grounds, drive a child to an evaluation, or chaperone the group trip to the county fair. Let them get to know your program through your presentation, and help them get involved in your work. These people want to help their communities. Give them the chance!

Church Groups

It may be a surprise that the religious institutions which survive through our charitable giving are themselves potential sources of funds. Vestries frequently contribute to worthy causes as do the various affiliated men's and women's clubs and circles, Sunday School classes, and youth groups. The same principles apply here as to the civic groups. Don't wait until you need money to let these people know who you are and what you do. In a small rural community, you need everyone's support for the service you offer in order for it to be successful. You rely on each person's goodwill long before you may need his/her money.

Corporations

If your community has a large business or industry, or a major employer, do not fail to consider it as a source of giving. Don't overlook the utility and telephone companies which, recently, have worked hard to bolster their community images. Learn who in the corporation is in charge of corporate giving, or community relations. In smaller businesses you will see the general manager. Find out what charities they have supported in the past, but research your own history as well. How many children of their employees has your program served in the last five years? Are there parents who would join you in approaching their employer for a contribution?

Individuals

It is a fund raising cliche that it is easier to find 20 people to give $1000 each than to find 20,000 to give one dollar each. If your community has, as most do, those who are potential major donors, by all means seek them out. If this seems to be at odds with the Cervantes quote, then ponder the following advice from no less a rural expert than Mark Twain: "Put all your eggs in the one basket and----watch that basket!"

Use your financial advisory board of bankers, accountants, and attorneys to generate a list of prospective donors. Put a physician on your campaign committee and have him/her approach his/her colleagues. When asking for a major contribution, don't rely on a letter or brochure in the mail. Have a close friend or business associate make an appointment for a personal visit with you to explain your project and your financial need. When the difficulty of asking someone, face-to-face, for money was discussed with Andrew Parker, now Director of Development at Duke University, he replied,

"People want to give money because it makes them feel good. They need to give money for tax purposes. If you have a good cause and you really believe in it, you won't hesitate to look him right in the eye when you ask for his money. You are doing him a favor."

At the same time that you go after the big gift, don't overlook the potential for raising substantial funds through mail campaigns and telethons that reach hundreds of people who may each give ten or twenty dollars. Approach them with information about your program, and what you hope to accomplish. Child Development Resources, in Lightfoot, Virginia did this with a flier that read: "Did you know that:

--$10 will buy a 40-minute session of physical therapy for a child with cerebral palsy?
--$25 will allow a parent to attend a class on behavior management?"

Although this sum included the substantial amount required to serve a child in the program for six months, it also convinced the average donor that his small gift was indeed consequential.

Foundations

Although approaching the large, national foundation will be discussed in detail in the final section of this monograph, it is important to mention the small family foundation which may operate out of a local bank's trust department and which confines its giving to local causes. Again, use your advisory council to become knowledgeable about these sources, their giving priorities and histories, and to identify the most helpful contact person. If you have a good contact, you will wish to obtain a letter of introduction, then make an appointment, with the contact person's help, for a personal visit to explain your program. Cultivate the key people, but also follow the customary procedures for making application to the foundation.

In approaching any of the above sources for funding you will want to have done a good deal of groundwork and will wish to know a great dea about your targets.

Be sure you understand the defined role and philosophy of a group or agency. For example, civic groups frequently have a national commitment. This may be in the form of a long-term interest, such as the Lions have to vision and hearing projects, or it may change each year. Keep current! Try to tailor your request to highlight the ways in which it is consistent with the group's interests.

Understand their budgets. How much does a group have to give and is getting it worth the effort involved? A small foundation with little to give and a lengthy application process may not be worth your time.

Look into their history. To whom and for what kinds of projects has your source given in the past? This information may be obtained by talking to friends of potential major donors. "He's very generous, but gives only to his church." "She used to be a pediatric nurse and may be very interested in your cause." Careful attention to your local newspaper will fill you in on the fund raising and giving habits of local groups.

Know the current trends and demands. Is this the year that everyone is fired up about new band uniforms? Be careful not to put down a locally popular cause as unimportant, while still pressing for your program's needs to be met. Is the new city manager the mother of a handicapped child? This is the kind of information that gives the rural fund raiser an edge over his/her city counterpart. Use it!

Be aware of the timelines. How do the timelines of your potential sources match with your needs? One potential donor has his money tied up in a real estate development project. He is willing to give, but not until he sells in 18 months. Don't lose him, but turn elsewhere for this year's need. Federal dollars available for vans to transport the handicapped require two years from date of application to delivery. Get your van elsewhere, but turn in the application. You'll probably need another one in two years.

Be a sociologist. Possibly most important, and especially important in rural America, understand the leadership and influence structure of the groups and agencies you approach for support. Who is on the board? Who can influence them? Who moves whom? And what resources do you have that can influence donors and funding bodies in your behalf?

Step 6. Building the Fund Raising Team

Few people like to be asked to work for or give to an organization about which they know very little. If individuals or groups are to make a contribution of time or money you must offer them an opportunity to be involved in other ways as well. Since the people who will be most effective fund raisers will probably be heavily involved in professional and civic responsibilities, make sure that you offer them an opportunity to be involved in your program in a meaningful way which will put their individual skills and talents to best use.

Your volunteer staff should have a good understanding of your agency, its long range goals, and the objectives of the fund raising campaign. Arm volunteers with training and with written materials which are brief and clear. Like any staff member, the volunteer has a right to expect responsibilities that are in keeping with his/her skill and training. He/she should have tasks that are clear and well-defined, with timelines that are reasonable and with deadlines for accomplishment. A process for the supervision of activity and monitoring of progress should be built into the schedule for volunteer activities, as you would incorporate them into any paid person's workscope. In return, you have a right to expect the volunteer to accept his responsibilities not only seriously, but enthusiastically.

Fund raisers, whether paid or volunteer, must share a commitment to their project and its goals. With almost missionary zeal, they must have and communicate a sense of the worth of the project. You can provide them with that enthusiasm by letting your own shine through contagiously. Have parents talk to volunteer groups about how they and their children have been helped by the program, or how much they need the service for which you are raising funds. Provide volunteers with program evaluation data in easily understood language.

> Last year, Mountain Clinic served 20 preschool age children. When they began the program their speech and language development was at least a year behind that of other children their own age. At the end of the school year, the 20 are at or near age level in their language skills. As a result, they will go into regular kindergarten classes instead of special education classes.

This is a language that a volunteer can understand and can communicate to the community at large, or to prospective donors.

When you have put together a fund raising team, reward their efforts with praise, thank you notes, newspaper releases, volunteer luncheons, certificates of appreciation and anything else you can think of to let your team know how valuable they are to your program.

Step 7. Public Relations

"Fund raising is the highest form of Public Relations" (Broce,1974).

The material that you develop to use in a local campaign of fund raising should be appropriate to your audience, even if this means developing more than one kind of presentation letter or brochure. For that reason, the one-to-one contact remains the most effective way of selling your program. In approaching prospective donors, have a contact person, a friend or business associate make an appointment for a personal visit by someone knowledgeable and enthusiastic about the program. Time and numbers, however, make this approach impractical for all but your largest potential givers.

A Speakers' Bureau is a particularly helpful way of reaching the many civic, church and professional groups in your community. The Speakers' Bureau is a good strategy not only because it saves you from eating creamed chicken four nights a week, but also because your speakers can be chosen according to the relationship they have, or can establish with each audience.

Use your project's newsletter as a vehicle for keeping the community informed about your long-range goals. When you begin your fund drive, your readers will already have a good idea about what you are trying to accomplish and how your new project fits with your overall mission.

In a small town, the news media are hungry for information. Cultivate your education reporter and provide him with ongoing information about newsworthy events such as changes in personnel, new programs, appointments to your board or advisory council, and grant awards.

A fund raising brochure for mailing or dissemination at meetings of target groups should complement your program brochure which has already spread the word about who you are and what you do. These brochures should be brief, clearly written, visually appealing, and in good taste. They should carry your critical message of what for, how much, and for how long. Be conscious of the image of handicapped children that you want to convey, both in the wording and pictures you select for your

brochure. Show children in learning, growing situations, not as objects of rejection or pity.

If you use a fund raising letter for a mass mailing, remember that in a small community the personal touch is important. Have your volunteers and staff screen the mailing list, each taking responsibility for personalizing the messages to his or her own business contacts or friends. Just a sheet from a personalized memo pad with a note saying, "Dear Fred, I'm so impressed with the work this group does with handicapped children. Hope you will support them." Or from a parent saying, "The people here have worked wonders for Mary--please help them continue their work." These are the marks of success.

Finally, remember that in rural America not all the public relations contacts are planned. They take place when a board member lunches with a city council member; when the staff do their grocery shopping; when parents go to a pizza parlor; when a volunteer goes to the barber. Your staff, board, volunteers and parents are the public relations agents for your community each day as they move about your community. Make sure they have the information they need to be effective in that role. They should be prepared to answer questions about how much money you need to raise and for what purposes. Be sure to share your enthusiasm with them so they can, in turn, communicate it to others.

Whatever method you use to carry your message to your community, there are a few solid principles to govern your campaign. First, the best public relations program is begun long before a fund raising campaign. It is a continuous effort. Second, your message should be educational, stated in terms appropriate to your audience, carrying clearly to your audience who you are, what you hope to accomplish, and how much money you need to do it. It should establish your credibility, individually as a professional, and collectively as an agency. In addition, to establish the need for services your message should cite the benefits of such services, using national research results, evaluation material from your own program, a case study, or parent testimony. Your public relations material should describe, as specifically as possible, what you hope to accomplish. Your message should be stated in terms appropriate to each audience. You will lose the Kiwanis Club by asking for support for a program to facilitate the positive interaction in the maternal infant dyad! Try, "We need your help to help mothers in our community to care for and teach their own handicapped babies." Finally, remember what we, as teachers, know about learning. It takes place over time! Repeat! Reinforce! Repeat!

Step 8. The Great Event

No exception, all of the same principles already discussed--the planning, selection of target groups, selection of personnel, supervision of volunteers, dissemination of public relations materials--apply when you carry off the great event. The more people you involve, the greater the subsequent commitment to your program, so plan events that are varied, involving a broad cross section of your community. Just think of the numbers of people you will involve in a year of fund raising that might include one or more of the following:

September	--	Autumn Walk-A-Thon
October	--	Great American Chili Cookoff
November	--	Bridge parties in individual homes with hostesses sending their own invitations and providing the refreshments, while guests give a donation
December	--	(Christmas) Run this in your school newsletter: "Dear Santa, The Happy Creek School hopes you will bring us some sturdy tricycles, 16 smocks, two wooden easles, and two new tires for our van." Suggest that people make monetary contributions instead of sending cards or gifts. You may send friends or family a card that says, "In the spirit of the Holiday Season, a contribution has been made by _____ to the Hearthside School for the Handicapped in your honor."
January	--	The high school service club shovels snow for your benefit
February	--	Parents' Valentine's Day bake sale
March	--	Old Time Movie series. Family fun, no work, you benefit
April	--	Spring Auction offering goods and services contributed by businesses and individuals Mexican dinner for six; two golf lessons by the club pro; or a portable television Something for everyone, profit for you
May	--	Baby beauty contest sponsored by the Junior Women's Club. Moms pay registration fee. Avoid being asked to be a judge!
June	--	Summer picnic and old-fashioned box supper

You don't like these? How about:

Local celebrity spelling bee
Gospel sing
Pet show
Square dance
Any kind of -thon (walk-, swim-, skate-, read-)
Talent night
Antique show
Arts and craft show
Fashion show
Children's fashion show
Raffle
Cookbook
Christmas card or notepaper designed by the local artist

The opportunities for the great event are endless! They all share a certain wholesome, down-home quality which makes them family affairs, contributing to your image as an agency which cares about parents and children. They are inclusive, rather than exclusive. Although like the auction, they have the potential of being big money makers with items that may sell for hundreds, even thousands of dollars, the cost of participation need not be high. Parents and children can enjoy the fun for the cost of lemonade or a cupcake.

Step 9. Evaluation

"For what is worth in anything
But so much money as 'twill bring?" (Samuel Butler).

Measuring results against stated goals is a process educators understand and which can be applied to our fund raising efforts. A written evaluation report provides a data base which can be used for revising approaches and for future planning. Factors you should consider are:

--amount of money raised in relation to your goal
--amount of money spent in fund raising
--staff time spent
--feedback from volunteers and participants about the efficiency and effectiveness of strategies.

If this all sounds anticlimactic to you, remember that it is important to provide feedback to the people who have been involved and to the community which has supported your efforts. Plan news releases at several steps along the way, letting the public know how you are proceeding toward your goal, and a big splash when you have reached it. For formative evaluation information, consider the Child Development Resources Center's (Lightfoot, Virginia) strategy of inviting its auction volunteers to be guests at a buffet luncheon prepared by the staff as a token of appreciation. Volunteers are asked to bring written reports, and are given an opportunity, after lunch, to make suggestions for next year. Minutes are taken and the report is given to next year's auction chairperson.

Conclusion

Carrying out a program of fund raising draws on your skills as teachers and administrators. The cycle of identifying needs and targets, selecting strategies, establishing reasonable timelines, developing your own appropriate materials, implementing the strategies, and evaluating the results is a familiar one. Our rural communities may impose some unique challenges, while in other ways streamline our tasks. When the fund raising mystery is solved, the answer to "Whodunnit?" is clear. We have! You can!

"Ask, and it shall be given you; seek and ye shall find" (Matthew 7:7: Luke 11:9).

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SECURING STATE FUNDS FOR RURAL PROGRAMS

Jane Weil

While many factors contribute to the difficulties of maintaining a rural-based early childhood handicapped program (staff burnout, geographical and climatic conditions, and lack of interagency coordination), one of the most overpowering is obtaining funding. State funds may be available to early childhood handicapped programs, but a program director or primary fund raiser has to have both "know-how" and ability in order to become the recipient of those funds. Often rural directors find themselves having to travel long distances to visit the state capitol, having too little time to concentrate on pursuing the contacts or the necessary information, or having their state legislators not taking the time to meet with them or failing to recognize the importance of the directors' programs. The purpose of this paper is to present program directors with some ideas about how to pursue state funds for rural programs, and to illustrate the process involved in obtaining state funds. The ideas are general in nature out of necessity, since state funding varies from state to state; actually these suggestions may apply to the pursuit of any level of funding.

Development of Knowledge of Your State

As program director or fund raiser you must be knowledgeable concerning the workings of your state. This is a must when seeking funding through the state. Many questions must be answered before you begin your fund raising campaign. Which are the state agencies most likely to fund services for your handicapped children and their families? What are the relevant bureaus, departments, or divisions within these agencies? Who are the directors at the various levels? How are decisions made, both formally and informally? Do some of the state agencies have regional offices throughout the state? If so, are they relatively automomous or do they act in accordance with agency policy? Who are the leaders in your geographic area? What is the partisan political situation? What party controls the governorship? Is it the same as that controlling the state legislature?

Having a good grasp on answers to the above questions is related to knowing the state "system". When developing this knowledge, you might want to organize a chart (see Figure 1) which pertains to your state. Determine which state agencies are likely to have the type of funds you are seeking. Develop an organization chart, then find out who is in charge of the different agencies. List administrators, their addresses, and their phone numbers.

Other pertinent information you need to have available to you is readily obtained through the library. What is your state's population?

Does it have a small number of counties or many counties? Is the county government strong? Is the state largely rural? Where are the urban centers? What are the major industries of the state? What is the state's tax base? What is the nature of its tax policies?

Development of Your Image

When attempting to secure funds and to guarantee the security of your program, one of your primary assets will be the image you project as director. You must realize that as director of a program in a small rural community, you have many roles to fulfill. You are likely to be the primary salesperson for the program, the writer of proposals for grants, the developer of the budget, the planner of long-range projects, and the public relations person. While you will encounter many other roles which you will have to adopt, these are the ones which relate to the continuation of your program. You must be able to maintain a consistently good track record; you must be competent, dependable, hard-working, knowledgeable and enthusiastic in the eyes of the public. When these qualities are perceived as part of your professional make-up, you are off to a good start in securing funds.

The primary factor which will establish your credibility is your knowledge about your own geographic area of service delivery. What is the population? What is the economic base of your area? What is the educational level of the general population and what is their per capita income? How high is the rate of infant mortality? Where are the major health facilities? What and where are the educational institutions? How many doctors are available to your area? How many school-aged children from birth to five can be anticipated in your geographic area? How many are currently being served? How many more will your program serve? What kinds of services do you have readily available to you? These are only a few of the thousands of pieces of information which you as a director need to learn. Having such information will be helpful in selling a program through both written proposals and verbal presentations. This type of information is readily available to you through statewide newspapers, state reports and published statistics.

Personal contact and the volunteering of your time to projects other than your own also contribute greatly to a good public image. Get to know people at all levels of the state on a personal basis. Make your name and your value known. Volunteer to serve on state level or regional committees, advisory groups or councils which might meet in your state capitol or in regional centers. While it is practical to have such memberships be relevant to the work of your program, you still should seek to establish a broad base in your contacts.

Making contacts and willingly donating your time, even when the purpose does not directly involve your program, usually is worth your trouble. For example, one project director was asked by the Governor's Office to serve as a member of the Advisory Council on the Status of Women. Although this position did not relate directly to young handicapped children, the director decided to accept the Governor's invitation. Serving on this council was advantageous in many ways. The

director learned a tremendous amount about her state's formal and informal networks. She made monthly trips to the state capitol and, over time, made personal contact with state leaders. She enhanced her image with leaders at several levels. In taking on responsibilities beyond the day-to-day direction of a program, a director comes to be seen as a leader. State officials are more likely to grant funds to programs with directors who have taken a leadership position.

There are also characteristics of participation and leadership which will increase your chances of receiving funding. For example, attend meetings and be on time; this indicates your dependability and that your organization will probably do its work and submit its reports on time. Share in the work of councils or committees and do what you say you will do. You must at all times demonstrate your competence and your willingness to work hard.

Development of Your Information-Giving Ability

In order to secure funds, not only from the state, but also from a variety of other sources, you need to make available information about your project and its services to a large number of people. Brainstorm with your staff, your board, your advisory council about how you can keep your local community and state officials informed.

For example, there are newsletters and newspapers. There are radio and television public service announcements. Develop an interesting slide-tape or video that you can use in presentations to the public. To do these things is costly, both in time and in actual dollars. Consider how you can accomplish these tasks with the least expense. Perhaps your board members or the parents of your clients can help.

Take into account the fact that you need to inform people not only about your program, what you have to offer, and what problems you face, but also about the larger picture. Become knowledgeable about the benefits of early service delivery to young handicapped children. Have statistics on hand. Learn about cost-effectiveness and be ready to discuss it.[1] Use case studies in order to make your point.

Development of An Advisory Council

Simultaneously, while gaining all the knowledge previously mentioned and while projecting your image and becoming involved, you also need to be planning constantly. In giving thought to continuation of funding you should plan to secure as much help and support as possible.

Develop an advisory council or support group. Do not hesitate to invite one or two close friends or other people you know who are strongly

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[1]The Rural Network monographs include Cost Effective Delivery Strategies in Rural Areas and Effective Strategies in the Collection and Analysis of Cost Data in Rural Programs, both edited by Tal Black and Patricia Hutinger.

committed to the survival of the program to be members. When choosing the members of your advisory group, keep in mind your need for people who are open to new ideas, who are creative thinkers, who are critical and rational, as well as enthusiastic.

In addition the advisory council should include people who know about money. Bankers, investors, lawyers, business people, and corporate officials shoud be considered. These professionals know the ins and outs. They can offer you sound advice about funding and the approaches to take when seeking money.

The size of your advisory council can vary considerably. Membership should be diverse. Include people who can be helpful in approaching various decision-makers: your congressional delegates, state legislators, state agency officials, local civic and business leaders, corporate officials and wealthy patrons.

Diversification of Your Sources of Funding

As part of the planning process, you must develop a budget, giving a great deal of thought to the amount of funds needed and justification for this amount. The budget process takes several months of thought and detailed planning. Know what your activities, services and expected expenditures for the next year will be. Find out what you can practically expect to accomplish. Realize that diversification of funding sources can help insure a program's continued existence.

During the thinking and planning process for budget development, consider carefully the children you serve and the services you offer. Over time your client population and services might change to some extent. Such a shift may open up some new funding sources to you. For example, a new agency, the Washington County Children's Program, was created in Maine when receiving an Office of Special Education (OSE) demonstration grant. Its services were designed for young handicapped children and their families. The services were primarily educational and therapeutic. Over the years since its initial funding from the OSE as a demonstration project, however, this agency has become an outreach project and also has become the appropriate agency to receive referrals of developmentally delayed children and children receiving protective services. The inclusion of these children in the program population helped when seeking funds from various state agencies or their bureaus in order to continue services.

The expense and income pages shown in Figure 2 and Figure 3 may be helpful in developing your budget. They are taken from Title XX forms used by the Washington County Children's Program in Maine. Figure 2 is the expense side of the budget. Figure 3 is the income side of the budget. The sources of income in this example show a fair degree of diversification. These figures are taken from a period three years following the completion of an HCEEP demonstration grant. The services of the program are now provided entirely from state and local funds. Some of the state funds are federal monies which are administrated through state agencies.

Coordination of Services

The popularity of coordination has increased proportionally with the decrease of funds. In Maine an interdepartmental coordination model for services to 3-5 year old handicapped children is being supported with state dollars. This kind of approach can be anticipated elsewhere.

Coordination can be very beneficial to you if approached with a positive attitude. It can help stretch your hard-earned dollars as far as possible. Think creatively about with whom you can coordinate. Consider the schools and their special education responsibilities and personnel. Can you help them meet their Child Find responsibilities? Conduct their pre-kindergarten screenings? Provide some training they would not have otherwise? In exchange, can they provide you with any services? Perhaps they can handle your bookkeeping, provide office space, or offer a meeting place for staff meetings, training or conferences. Can they provide release time for staff to assist with screenings or child assessments?

Think of other agencies in your area. There are probably low income service agencies, mental health agencies, mental retardation agencies, health agencies, and local offices of state agencies. Give serious consideration to the roles and functions of these other service providers. Can any of them do something which your staff is currently doing? Can you share staff with any of them?

The prospect of coordination brings issues of turf and trust to the surface. These are not easy issues to deal with and they are time-consuming. However, from your point of view as a program director, coordination may well be worth it. If you can get half the salary of one of your staff paid through coordination with another agency you may be willing to relinquish a little turf or to re-think that staff member's job description.

It might be easiest to begin your coordination efforts in very specific areas of cost: shared space; telephone; office or other equipment; and/or ordering of supplies in bulk with other agencies. From this level of coordination you may find it easier to think of shared staff or joint preparation of proposals.

Conclusion

Financial survival is a mixture of hundreds of things. There is no magic formula. No "right" way. Your style and your program's style will vary greatly from a program across the state. The suggestions presented here should be adapted to your local conditions. It is probably safe to say, however, that those programs which have survived beyond their initial development years have put many of these principles into practice.

Figure 1. Major State Agencies Which Might Be Involved In Providing Services to Young Handicapped Children

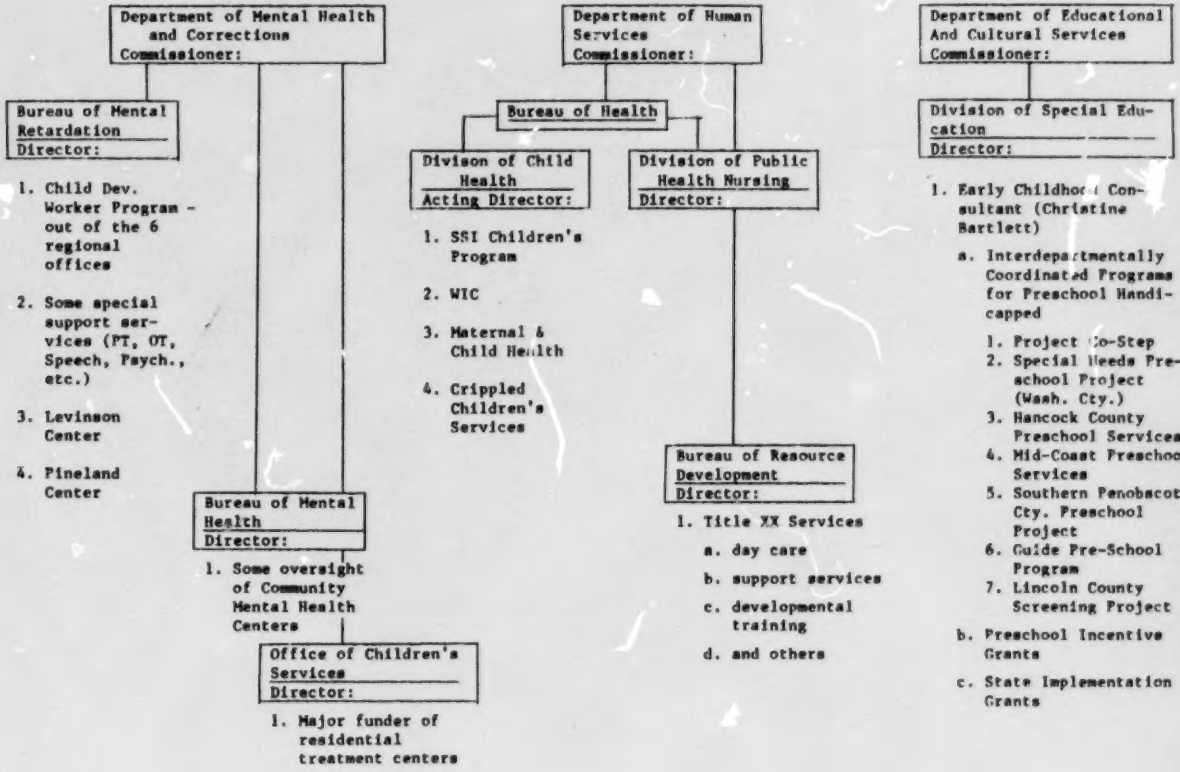
Department of Mental Health and Corrections
Commissioner:
Bureau of Mental Retardation
Director:
1. Child Dev. Worker Program - out of the 6 regional offices
2. Some special support services (PT, OT, Speech, Psych., etc.)
3. Levinson Center
4. Pineland Center
Bureau of Mental Health
Director:
1. Some oversight of Community Mental Health Centers
Office of Children's Services
Director:
1. Major funder of residential treatment centers
Department of Human Services
Commissioner:
Bureau of Health
Divison of Child Health
Acting Director:
1. SSI Children's Program
2. WIC
3. Maternal & Child Health
4. Crippled Children's Services
Division of Public Health Nursing
Director:
Bureau of Resource Development
Director:
1. Title XX Services
a. day care
b. support services
c. developmental training
d. and others
Department of Educational And Cultural Services
Commissioner:
Division of Special Education
Director:
1. Early Childhood Consultant (Christine Bartlett)
a. Interdepartmentally Coordinated Programs for Preschool Handicapped
1. Project Co-Step
2. Special Needs Preschool Project (Wash. Cty.)
3. Hancock County Preschool Services
4. Mid-Coast Preschool Services
5. Southern Penobscot Cty. Preschool Project
6. Guide Pre-School Program
7. Lincoln County Screening Project
b. Preschool Incentive Grants
c. State Implementation Grants

Figure 2. Washington County Children's Program's Budget - Expenses

STATE OF MAINE DEPARTMENT OF HUMAN SERVICES BUREAU OF RESOURCE DEVELOPMENT	Program Title Child & Youth Board of Washington County Contract Dates October 1, 1980 - September 30, 1981	
PROGRAM BUDGET - EXPENSES		
PERSONNEL EXPENSES:	Prior Year's Expenses	Current Budget
1. Salaries & Wages	88,230.00	62,200.00
2. Fringe Benefits	10,953.00	9,330.00
3. Consultant Fees	12,862.00	8,950.00
4. Total Personnel Expenses	112,045.00	80,480.00
EQUIPMENT:		
5. Purchases		
6. Rental		
7. Total Equipment Expenses		
SUBCONTRACTS:		
8. Total Subcontract Expenses		
ALL OTHER:		
9. Occupancy Expense (Describe)	4,800.00	4,800.00
10. Utilities		
11. Heat		
12. Maintenance	80.00	100.00
13. Telephone	4,820.00	4,800.00
14. Food		
15. Materials & Supplies	1,625.00	2,900.00
16. Staff Travel	13,300.00	16,000.00
17. Other Travel	400.00	
18. Bonding & Insurance	500.00	420.00
19. Depreciation		
20. Administration		
21. Other (Attach Detail)	1,200.00	925.00
22. Total All Other Expenses	26,725.00	29,945.00
23. TOTAL EXPENSES (Lines 4, 7, 8 and 22)	138,770.00	110,425.00

Figure 3. Washington County Children's Program's Budget - Income

STATE OF MAINE DEPARTMENT OF HUMAN SERVICES BUREAU OF RESOURCE DEVELOPMENT	Program Title Child & Youth Board of Washington County Contract Dates October 1, 1980 - September 30, 1981	
PROGRAM BUDGET - INCOME		
INCOME:	Prior Year's Income	Current Budget
Federal Funding Sources		
a. BRD - Title XX - Cash Reimbursable Amount	[illegible].00	14,250.00
b. BRD - Title XX - Mental Health	28,500.00	28,500.00
c. LEAA	15,000.00	
d. Developmental Disabilities	10,600.00	
1. Total Federal Funds	69,110.00	[illegible],750.00
State and Municipal Funding Sources		
a. BRD - PSSP - Cash Reimbursable Amount BMH	10,500.00	2,500.00
b. BRD - CDCS - Cash Reimbursable Amount BMR	11,070.00	5,500.00
c. Preschool Project	14,120.00	20,230.00
d. Unorganized Territories	5,350.00	
e. CETA	2,420.00	12,452.00
2. Total State and Municipal Funds AFL-CIO	5,840.00	
Private Funding Sources	49,300.00	40,682.00
a. Contract for Services		3,000.00
b. Child and Youth Board	12,[illegible]60.00	23,993.00
c.		
3. Total Private Funds	12,760.00	26,993.00
Program Income		
a. Client Fees - Private	600.00	
b. Sales of Goods or Services		
c. Client Fees - BRD		
d. School Contracts	7,000.00	
4. Total Program Income	7,600.00	
In-Kind		
a.		
b.		
c.		
5. Total In-Kind		
6. TOTAL INCOME (Sum of lines 1 through 5)	138,770.00	110,425.00

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SECURING FUNDS FROM FOUNDATIONS AND CORPORATIONS FOR RURAL PROGRAMS

Arthur J. Moreau

In the United States today much change has come about, but even more is likely, because of the inflationary period that we are experiencing. Interest rates are up, the cost of living is increasing monthly, and the average person's paycheck just does not stretch as far as is needed. At the present time, inflation is the highest it has been since World War II. During 1980 the final overall inflation rate was calculated at 12.4%. The figure indicates that the average individual's financial resources would have to double every six years just to stay even with inflation, not allowing for any additional expenses. Because of the tightening money situation, we are entering a time of tax reform, federal budget rejuvination and an overall eroding of the many tax bases that have previously funded health, education and welfare programs. In healthy economic times, social programs flourished, with the support of the people and the federal and state governments. However now, with everyone watching their nickels and dimes, it appears that the axe is about to fall on many social programs. Thus, the pressure to stay in business and to continue many of these worthwhile activities has never been greater!

Increasing pressure for the tax reform movement is reflected in the overall shift in population age. Many senior citizens who no longer have children in school do not feel an obligation to finance public education or other services to children when they see their own dollar diminishing in value. The same attitude is found among many childless couples. Because of the prevailing movement of the public toward a lessening of social responsibility professionals directly involved in providing services to children, such as those of us who provide early education to young handicapped children, must find ways to continue the work that has been so successful thus far. We cannot allow economic changes to dictate the quality of life our handicapped are enabled to lead.

To adapt to these changes we must take active steps toward diversifying our funding bases for early childhood handicapped projects. We must realize that we cannot look to the state and federal government to fully support our social programs today. Therefore, we must look to the private sector when planning how to finance our program activities. The purpose of this paper is to illustrate ways to pursue private and corporate money, to give you ideas as to what money exists and how to successfully obtain it.

The first principle you must realize is that a funding base of any kind should be diverse in nature, similar to a stock portfolio. As a

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prudent individual, you certainly would not invest all your resources in one company--rather you would invest in several companies in order to more equitably distribute your risk. Then, if the bottom falls out of one company, you still have the others. The same kind of thinking should be going into the firm financial footing of early childhood handicapped projects. Naturally, you cannot expect all your activities to be financed with private funds, but your overall budget should be comprised of both tax and private support.

Statistics provide positive support for making efforts to obtain private contributions. Private giving in the United States has steadily increased since 1955. (See Table 1.) During 1980 the nation's citizens, business organizations and foundations contributed a whopping $47.7 billion to philanthropic causes, an increase of 10.2% over 1979 levels. (See Table 2.) Table 3 outlines those who received the $47.7 billion. With creative thought on your part, development of some interesting collaborative efforts here might increase your chances for success. For example, perhaps a religious associated program with medical ties and some university relationships might be a winning combination.

Individual Giving

In reviewing Table 2, you can see that in 1980 individuals gave a record $39.9 billion or 83% of the total. This was an increase of approximately 10% over the previous year. It is important to keep these statistics in mind when pursuing private funding; you might wish to spend more time seeking out the largest portion of the total picture--individuals. It must be made clear that one reason for pursuing individual contributions is the significant tax incentive IRS has created for individuals who itemize their deductions. When people become aware of the benefits of donating to charitable causes, they give much more readily.

You must remember, only "501 C3" (tax exempt) organizations are eligible for this treatment. The IRS allows individuals to contribute up to 50% of their gross income to charitable organizations with the entire amount being deductable. Note that a charitable deduction is from gross income and not net income. This means that for an individual in the 50% income tax bracket, usually those with gross incomes over $50,000, the IRS incentive reduces a $1,000 contribution to an actual out-of-the-pocket cost to the donor of $500. If you have ever wondered why so many agencies send out appeal letters in the months of November and December, it is for this reason. Also, during the last quarter of the year, individuals have a firmer understanding of their financial situations and can make financial decisions based on the tax consequences.

The solicitation of funds from individuals can take many different forms, i.e., direct mail, telephone solicitations, and so on, but personal contact is by far the best method for obtaining meaningful contributions. To get started in obtaining contributions you should look over your client records in order to get to know who the parents of the children you work with are, where they work, who their relatives are, where they work and in what civic activities the parents and the relatives are involved. The best

person to obtain this information is someone who has direct contact with families on an on-going basis. The person seeking information of this sort must be skillful in articulating your project's needs to the parents to secure their interest and support. Let parents know the costs involved in maintaining your work; make them aware of the various aspects of the project and the good it does for not only their child or relative, but also for the community in general. Parents can also be spokesmen in the project's behalf. Make sure they have a good understanding of the project, its goals and procedures, its funding, and its needs. If your project is tax supported at the present time, make the parents, relatives and friends aware of the expenses and the positive results of your program; with this understanding they will possibly feel a greater obligation to help you in the future, when private funding is required.

Bequests or Deferred Giving

In Table 2 we see that bequests or deferred giving represented 6% of all contributions in 1980, for a total of $2.9 billion. Obtaining support from this source is a long-term kind of a program. You have to cultivate people, such as grateful parents, grandparents, and others who have received a direct benefit from your program. It is best to have some printed information available, i.e., national organizations such as Cancer Society and Heart Association can be used for examples.

In seeking contributions through bequests or deferred giving, an attorney on your board of directors can be of assistance. He/she knows the format that these kinds of gifts can take and can make the necessary contacts with other members of his or her profession who help people make out wills, charitable trusts, and so on. It is not uncommon for an individual to ask his or her attorney's advice on a charitable organization, prior to or when the will is being drawn.

Seeking deferred giving should be an ongoing process for every program desiring private funding, but in most instances little effort is put forth in this direction. The tendency is for board members and agency leaders to prefer to talk about this last! If you have one board member who will provide leadership here--naming your program in his or her will--you are off to a good start. Setting an example from the leadership of any organization is always good business. It is probable when you and your board member are discussing such a topic with a prospective investor that it is not uncommon for the potential contributor to ask your board member, "Well Bob, how much did you give them in your will?" If the answer is negative, or if there is any hedging, you are likely to be turned down. This is true in all your personal and business solicitations.

So many seem to be hesitant to develop this deferred giving program and the potential is so great. Let me give you an example of the potential merit: Seattle Times, May 18, 1980, "Big Gift to Small College Sets U.S. Record." This article states that an $18 million gift had been received by Buena Vista College in Storm Lake, Iowa from a secret donor. You just never know what your efforts will bear.

Corporate Giving

The country's business corporations have increased their share of giving each year for which giving has been recorded. Corporate giving reached a new high level of $2.60 billion in contributions in 1980. It is important to realize that corporations can give a maximum of 5% of their net profits to a tax exempt "501 C3" organization and have the amount fully deductable from their corporate taxes. During the past year the majority of major energy companies increased their giving significantly because they had some public image building to do. We forecast that this would happen, and those who followed our advice hit the jackpot!

The place to start in seeking corporate contributions is with the companies, both large and small, that employ the parents of the children you serve. Don't overlook small businesses, including farmers and ranchers, if that is the predominant industry in your area.

Most large companies have direct corporate grant programs or employee matching gift programs. Your clients' parents who are employed there can tell you who is in charge and what their past history has been. It is important to have parents be active in the solicitation of corporations to support your work. You know which parents you will want to use. They should be able to articulate the help you have given them and why the company's financial support is needed. Employee involvement is looked upon very favorably by corporations. When their employees benefit, it is much easier for corporations to give you the funds you need.

If the target company is a national concern with offices and plants all over the country, you will have to approach the local company manager or whoever is in charge first to determine their policies and procedures for such requests. Again, here is where your parents and/or board members can be of value to you. Let them make the inroads, finding out about applications procedures. Usually you will have to visit with a representative from the company, and, when that happens, it is important that you have the parent who is employed there with you, as well as one of your board members.

Never, as a paid staff person, should you go to an initial interview of this type by yourself. As a staff member you have a vested interest in the sought after contribution since you are being paid. You need volunteers with you. It is very important to keep this point in mind.

Another point to consider is whether or not a company is profitable. If they are in a down year you might want to wait until they are profitable before making your initial approach. If the company is listed on the stock exchanges you can obtain this information from your local stock broker. The charge? None! It's free! All publicly-held companies, whether listed on the stock exchanges or not, must print quarterly reports to their shareholders and make these available to potential shareholders. Therefore you really have access to all public companies, in terms of their financial status.

In these reports a list of the board of directors is also included, along with the names of the chief executives (more information that may be helpful to you in terms of personal contacts). Another point must be made about solicitations of this kind. If there is more than one company in town of a similar size, be prepared to deal with the question of "How much did they give?" You'd better be prepared to answer. You should have already selected as your first contact the firm in which you have had a lot of help from your parents and board members, so that you have a firm commitment prior to calling on others.

It is very important to be business-like in your approach with corporations. Avoid highly technical language and be direct about your needs. Always stress the amount of help your project has given to the company's employees and their families in the past. Dress for success for your appointments to present a responsible image. As potential grantors of their monies, they want to feel comfortable with your management abilities.

Corporate Matching Gifts

Increasing numbers of companies throughout the U.S. are implementing the matching gifts program. An employee makes a contribution (usually $25.00 to $1,000.00) and the company matches it dollar for dollar. It is important to check on specific eligibility requirements, since in most cases, the contribution must be a gift and not a pledge. To find out if a company has such a program, have your parents and board members do the legwork for you. You can use your imagination with regard to the kind of impact these matching monies might have, especially if you have supportive contacts who might be able to influence their fellow workers.

Employee Group-Giving Within Corporations

If a corporation is unable to make a direct grant to you, maybe it contributes to United Way or other local agencies. Look into the existence of employee groups who look after the needs of their members, fellow workers and their families. Medium to large firms usually have a girls' club, or an employees' benefit fund similar to an in-house United Way. These groups will not have large sources of funds, but it is not uncommon to obtain from $100 to $5,000 and more on a regular basis from them. And usually once you are in, you are on the list every year. Again, it is important to find out how these groups function. Use your parents, board members and other fund raising volunteers to gather that information for you.

Foundation Giving

Foundation giving is tabulated to be $2.24 billion in 1980 and represents 5.2% of all philanthropy. The best single summary of information on foundations is the Foundation Directory. (See references for address and location.) The Foundation Directory profiles each foundation's purposes, officers, application procedures, financial activities, and IRS I.D. Number. This publication is available on a regional basis and may be in your local or university library.

Another excellent source of information about foundations is the IRS form 990-AR which is the annual report that each foundation must file with the IRS and which describes its activities during the past year, how much was granted and to whom. It also identifies the assets of the foundation. You may obtain this information by writing to the IRS directly at:

IRS Service Center
P.O. Box 182
Cornwell Heights, PA 19020

You will need to refer to the exact name of the foundation and identify their federal I.D. number which you will have obtained from the Foundation Directory. It may be helpful to request 3-5 years of previous reports so you can make assumptions about past giving and special interests. There is a nominal charge for this service.

It is now possible to have a computer do your researching for you. A computer can search the entire Foundation Directory and The Foundation Grants Index, both published by the Foundation Center, and others. Computerized searches reduce the amount of human time required to manually research these resources from several hours to a matter of minutes. The key is to feed into the computer the descriptors that reflect your needs. It might be helpful to read the March/April Issue of the Grantsmanship Center "NEWS" on "Data for Dollars." (See references.)

There is a great deal of misunderstanding about foundations because grant seekers have a tendency to lump all foundations in one category. Not only do foundations differ from public funding bodies, but there is also a wide diversity amoung foundations themselves. What may be appropriate for the Ford Foundation may be totally inappropriate to the San Francisco Foundation. There are five (5) types of foundations existing today.

National Foundations

These organizations are not limited in geographic area in their awards. National Foundations usually have a full time sophisticated staff and include foundations such as Ford, Lily, Rockefeller, Carnegie, and others. These organizations are usually most interested in programs that have national implications.

Special Interest Foundations

These organizations usually fund programs within a particular area of interest. These organizations frequently make awards without reference to geographic location as long as the program relates to their special interest area. Again, these usually have staff who not only review proposals, but keep abreast of research and information being gathered in the field as well.

Corporate Foundations

Most corporate foundations, while independent, usually are interested in programs that follow their company's major area of interest. Corporate

foundations more often have funded programs in education, United Way, and local services which result in direct benefit to the company employees as well as the community at large. Most corporate foundations have relatively small assets in relationship to the size of their grants. These foundations are usually staffed by people who work quite closely with those who manage the overall interests of the company.

Family Foundations

The largest number of foundations in existence are family foundations. Their assets range from hundreds of millions, such as the Rockefeller Foundations, to a few thousand dollars. The obtaining of funds from family foundations is often a very personal matter. Few family foundations have staff, and their applications procedures are usually less formal than other foundations. Usually foundations will grant their funds in the communities in which they obtained their wealth. These organizations are less formally operated and are likely to be more responsive to personal appeals and insider contacts.

Community Foundations

Community foundations are more like public charities than a foundation. Community foundations usually receive their funds from the community in which they are located and direct their grants within the communities for which they are named. To identify community foundations that may exist in your community, check with your local trust bank.

In seeking contributions you must realize there is a great deal of competition in this area. Inflation has not been kind to foundations. Insider contact is very important. Obtain the information that was earlier discussed from the Foundation Directory and IRS. Sit down with your board members and see if they have any contact at all with any of the members of the board of directors, or staff....anything to give you an edge into specific foundations' current interests and resources. Keep in mind that each of these foundation groups function somewhat uniquely and that each of their application procedures will be different. Once you have completed your research, you can go ahead with the proper application format.

Some thoughts to keep in mind....while there are differences in seeking private and public funding, seeking funds from both sources contains similarities, in that in most cases creative thought is required.

A major factor in private sector funding is the value of personal and insider contact...not that this is not important with bureaucrats. However, in most instances the decision to invest in your work will be made by an individual. That individual will size you and your organization up to see if it is worth his or her consideration. Your impressions, both from a business and personal point of view, will have an impact on his or her giving you what you want.

The use of non-technical jargon is essential as well as business-like protocol. Dress for success! Keep in mind your need to involve key board members and parents. They can articulate your needs from a

different perspective. Remember you are paid staff and they are volunteers. It is up to you to use their time and energy to your program's benefit.

Remember too, your requests will be more informal when dealing with individuals than with tax supported bodies, the exception being national foundations or large corporations. When you start discussing the funding needs you have, talk about specific service or a piece of equipment rather than asking for support of a "position". People are usually more interested in providing support of "X" number of hours of physical therapy specifically described than they are in helping you add a new position.

You do have to have the staff person to perform the necessary functions. However placing your need in terms of services to be offered takes away the negative aspects of hiring someone, which includes administrative charges, fringe benefits, and so on. Also if this approach is utilized you may be able to interest several different investors in the same activity. This is especially helpful when talking with lay people who know little about professional work or title, but can understand the importance of "teaching a child to walk or to talk".

The suggestions here are applicable to all programs whether they are based in Chicago or Devils Lake, North Dakota. Those who live in rural areas often overlook the resources in the areas they serve. More than likely you will not have the headquarters of Deere & Company in your community, but you may have one of their branch office or dealers with whom you can begin your contacts. Again, it is helpful here if you have provided help to one of their employee's family members, or if the local manager knows someone in the community that your project has helped.

The solicitation of individuals in rural areas should be as personalized as possible. In a situation where everybody knows everyone else's affairs, requests then can be made very informally. Again, here is where your parents and board members can help. Try to find out as much as you can about your potential investors; tailor your requests to their interests and capabilities. When planning special projects, plan something that people are interested in -- a rodeo may be more popular than a golf tournament.

Summary

If you are to be successful, you must be willing to make the commitment that is necessary for success. You must be willing to set aside an adequate amount of time and put forth suitable effort if you are going to succeed. It is important to research your potential investors thoroughly before asking for anything. Once you have obtained support from those in the private sector, always thank your investors for their support. Keep them posted on what you are doing and the benefits derived from their funding you. Place them on your mailing list for your newsletter so they hear from you more than once a year. That will pay dividends and make coming back much easier next time.

When dealing with people on a personal basis, it is important to be able to convey your own personal belief in what you are doing or

in what you are proposing to do. If your program is of vital need, then you must transmit that feeling to those who can help you financially.

Not all who attempt to extract funds from the private sector will be successful, but if there is a need and you can adequately convey that need to the proper audience, success is probable.

References

Foundation Directory, a publication of the Foundation Center, 888 7th Avenue, New York, N.Y. 10533.

Foundation Grants Index, a publication of the Foundation Center.

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The Grantsmanship Center, "Data for Dollars", NEWS, April, 1981.

Internal Revenue Service, Cornwell Heights, Pennsylvania.

Table 1

Total Giving 1955 - 1980
(in billions)

	Amount
1955	$ 6.66
1956	7.08
1957	7.89
1958	8.14
1959	8.95
1960	9.39
1961	9.82
1962	10.49
1963	11.38
1964	12.06
1965	13.29
1966	14.70
1967	15.78
1968	17.56
1969	19.57
1970	20.75
1971	22.84
1972	23.30
1973	25.60
1974	27.71
1975	29.68
1976	32.54
1977	36.02
1978	39.63
1979	43.31
1980	47.74

Table 2

Total Giving 1980 Compared to Total Giving 1979

Sources of Contributions (in billions)

	1980	1979
Individuals	$39.93	$36.54
Bequests	2.86	2.23
Corporations	2.55	2.30
Foundations	2.40	2.24
Totals	$47.7	$43.3

Contributions as Percent of Total

Individuals	83.7%
Bequests	6.0%
Corporations	5.3%
Foundations	5.0%

Table 3

1980 Distribution Compared with 1979
(in billions)

	1980	1979
Religion	$22.1	$20.14
Education	6.7	5.99
Health & Hospitals	6.5	5.95
Social Welfare	4.7	4.35
Arts & Humanities	3.0	2.70
Civic & Public	1.4	1.24
Other	3.4	2.94
Totals	$47.7	$43.31

About the HCEEP Rural Network

The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing educational programs for young handicapped children in rural communities. Members are drawn primarily from projects supported by the HCEEP, Office of Special Education, Department of Education. Formed in 1978, the Rural Network undertook to provide a voice for rural America's young handicapped children and their families. The network aimed to increase educational opportunities for this population through the accomplishment of a variety of activities. Participating projects also intended to enhance their own effectiveness in providing educational and supportive services in rural areas. For further information, contact:

Harris Gabel
P.O. Box 151
Peabody College of Vanderbilt University
Nashville, Tennessee 37203

or

Patricia Hutinger
Outreach: Macomb 0 - 3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

or

Corinne Garland
14942 Bramblewood
Houston, Texas 77079

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